

An Overview of the Studies Selected

No	Study	Country	Purpose & Scope
1	Abednia (2012)	Iran	A study that investigates how a critical collaborative English language teacher education course contributes to seven pre-service teachers' reconstruction of professional identities.
2	Abednia & Crookes (2019)	Iran	A study on a PD program for an online community formed by two teacher educators and seven ELT teachers to construct and implement CP.
3	Afshar & Movassagh (2021)	Iran	A study that examines how a critical teacher education course impacts the identity reconstruction of 13 ELT teachers.
4	Aguirre Morales & Ramos Holguín (2011)	Colombia	A one-semester CP course for 60 pre-service language teachers through films, readings and critical discussions.
5	Ahmadian, M., Maftoon, & Birjandi (2021)	Iran	A study that explores how critical discussion circles impact 13 ELT teachers' criticality, reflectivity, and professionalism in a 12-week PD program.
6	Al Riyami (2016)	U.K.	AR to introduce CP and develop 160 tertiary-level Omani ELT teachers' perspectives and practices.
7	Alateeq (2021)	U.K.	AR to raise 15 tertiary-level Saudi Arabian ELT teachers' awareness of CP and develop their practices and perceptions of teaching writing.
8	Aljahromi & Hidri (2023)	Bahrain	A three-month course for 49 tertiary-level English learners to enhance interactivity through critical reflective practices.
9	Álvarez, Calvete, & Sarasa (2012)	Argentina	A CP-informed BA course to raise the awareness of 20 pre-service ELT teachers about the role of social, political, and economic issues in ELT.
10	Aristizábal-Cardona & Ortiz-Medina (2023)	Colombia	A three-month program for three pre-service ELT teachers to foster critical consciousness about violence and armed conflicts through critical peace education and critical media literacy.
11	Baladi (2007)	Canada	PAR to evaluate how the curriculum of a private language school affects the adoption of critical approaches by four ELT teachers.

12	Banegas, Jacovkis, & Romiti (2020)	Argentina	AR with 30 pre-service ELT teachers to explore the impact of an undergraduate course on gender perspectives.
13	Barjesteh (2019)	Iran	A one-semester MA ELT course with 40 teachers to examine the detrimental factors to the practicality of CP.
14	Barros-del Rio, Álvarez, & Molina Roldán (2021)	Spain	A TESOL MA course to examine the impact of dialogic gatherings on the development of a critical perspective, identity reconstruction, and teaching practices of seven pre-service ELT teachers.
15	Başar, Çomoğlu, & Dikilitaş (2023)	Türkiye	A teacher study group formed to investigate how six tertiary-level ELT teachers experience with action research interacted with each layer of the educational ecosystem from an Ecological Systems Theory (EST) perspective.
16	Brutt-Griffler & Samimy (1999)	U.S.	A study on a CP-informed collaborative course that explores how non-native ELT teachers perceive nativism and the conceptual tools offered.
17	Contreras León & Chapetón Castro (2016)	Colombia	AR to promote 30 English learners' classroom interactions by focusing on collective learning and social aspects of their lives from a critical perspective.
18	Contreras León & Chapetón Castro (2017)	Colombia	CP-informed AR to investigate how collaborative learning practices from a dialogical and social perspective can foster classroom interactions among 30 English learners.
19	Díez-Ortega & Cannizzo (in press)	Thailand	A study to explore how an international practicum course in a Thai context helped one pre-service ELT teacher from a US university develop critical reflective practices and culturally responsive pedagogy.
20	Echeverri Sucerquia & Pérez Restrepo (2014)	Colombia	An ELT teacher study group comprising two teacher educators, three undergraduate teachers and two graduate teachers to reflect on how to teach the language from a critical perspective.
21	Giles, A & Yazan (2023)	U.S.	A practitioner inquiry that examines how an ELT teacher constructed her identity regarding teaching linguistically and culturally diverse learners by collaborating with an ESL teacher.

22	Golden (2010)	Canada	A study that analyses how 20 pre-service ELT teachers experience CP-informed practicum practices in a 3-week practicum course.
23	Goljani Amirkhiz, Moinzadeh, & Eslami-Rasekh (2018)	Iran	A CP-informed collaborative PD program to inspire 20 ELT teachers to transform their teaching perspectives and adopt CP principles.
24	Gómez Rodríguez & Leal Hernandez (2015)	Colombia	Two teachers working with 32 high school English learners to promote their critical thinking skills through transactional reading practices.
25	Gray & Lee (2019)	Korea	AR with the collaboration of two ELT teachers to explore how a multimodal activity can promote elementary English learners' self-expression and critical engagement with course materials.
26	Gustine (2014)	Australia	A practitioner inquiry that investigates the factors enabling one ELT teacher to use CP for their learners to adopt critical literacy skills.
27	Gutierrez (2015)	Colombia	A study that examines three pre-service ELT teachers' beliefs, attitudes, and reflections on CP through their engagement with CP theories and CP-informed practicum experiences.
28	Harman, Ahn, & Bogue (2016)	U.S.	A discourse analysis course to examine how critical performative pedagogy can support one English language teacher educator's and two PhD graduate teachers' negotiation of institutional, social, and global challenges in multilingual educational contexts.
29	Hassani, Khatib, & Moghaddam (2020)	Iran	A 14-week critical, socio-political, and transformative PD program designed to investigate how a collaborative program contributes to 20 ELT teachers' identity reconstruction.
30	Junaidi (2019)	Indonesia	Two critical collaborative courses with 45 pre-service ELT teachers in a community learning center to document why CP should be adopted and implemented in ELT.
31	Jung (2021)	Korea	A one-semester critical PD study to investigate the experiences of two ELT teachers regarding the integration of CP practices into their lessons.

32	Kern (2017)	Colombia	A two-semester course to investigate the role of content-based instruction in increasing the cultural capital of 17 pre-service ELT teachers from a collaborative and critical perspective.
33	Khatib & Miri (2016)	Iran	A CP-informed collaborative PD program mediated by the teacher educator to cultivate multivocality practices of an ELT teacher.
34	Kim & Ann Pollard (2017)	Korea	A CP-informed course for tertiary-level English students to suggest a modest CP in ELT based on the resistance and stress experienced during the course.
35	Kim, Ramos, Chung, & Choi (2020)	Korea	A one-month PD program for 20 ELT teachers in collaboration with US peers to analyze how the enactment of Critical Multiliteracies Pedagogy promotes their language and literacy practices.
36	Koubek & Wasta (2023)	U.S.	AR to explore how pre-service ELT teachers improve their Culturally Responsive Pedagogy practices in a ten-week MA TESOL practicum course.
37	Kuo (2006)	U.S.	CAR to explore how a critical literacy approach can change the researcher, teacher, and students' perceptions of ELT in a tertiary-level context.
38	Lee (2019)	Malaysia	Use of critical films/scenes and dialogic practices to explore how the integration of entertainment and CP into two undergraduate courses impacts five multicultural pre-service ELT teachers' pedagogy and cognition.
39	Lin (2004)	Hong Kong	A critical and feminist self-account of a teacher educator who taught an MA TESL course for ELT teachers to introduce CP.
40	Lou (2008)	U.K.	Two workshops to explore how six high school ELT teachers develop professionally through critical and culturally-responsive reflective inquiry practices.
41	Mambu (2018)	Indonesia	An autoethnography based on a one-semester CP course to address how the forms and meanings of CP concepts are negotiated and co-constructed.
42	Miri, Alibakhshi, & Mostafaei-Alaei (2017)	Iran	A study that investigates the role of a 20-session critical PD program on 10 ELT teachers' use of L1.

43	Nuske (2014)	U.S.	A one-semester MA TESOL course to explore how 13 multicultural graduate ELT teachers experience a CP-informed course.
44	Nuske (2015)	U.S.	The researcher's collaboration with an English language teacher educator to explore how two novice teachers make an understanding of critical approaches in an MA TESOL course.
45	Palacios & Chapetón Castro (2014)	Colombia	AR conducted by two ELT teachers and 42 high school English learners to explore the impact of the inclusion of songs with social content from a critical perspective.
46	Pessoa & de Urzêda Freitas (2012)	Brazil	A study that examines the challenges of critical ELT practices in a five-month CP-informed course.
47	Pineda & Frodden (2008)	Colombia	AR by a novice ELT teacher in collaboration with a research group to solve the problems occurring after the implementation of a new teaching policy in a bi-national language center.
48	Quintero Polo (2019)	Colombia	Two CP-informed courses co-taught by four teacher educators to analyze how five pre-service ELT teachers transform their pedagogical and research experiences.
49	Raddawi & Troudi (2018)	U.A.E.	AR by two researchers in collaboration with 20 ELT teachers to investigate the integration of CP principles into ELT.
50	Rincon & Clavijo-Olarte (2016)	Colombia	AR by two ELT teachers in collaboration with 40 high school learners to examine how community inquiries impact learners' awareness of social/cultural issues.
51	Safari (2017)	Iran	A study that examines 26 ELT teachers' experiences of adopting a transformative intellectual role and their challenges in a one-semester PD program.
52	Sánchez & Chapetón (2021)	Colombia	AR by two researchers to explore how 17 pre-service ELT teachers perceive the use of critical literacy.
53	Sardabi, Biria, & Golestan (2018)	Iran	A study that explores the identity reconstruction of nine novice ELT teachers in a 15-week CP-informed collaborative PD program.

54	Sellen (2011)	U.S.	Two 7-week courses that investigate CP dispositions of 31 ELT teachers after engaging in CP-based practices.
55	Serrano, Carlin, & Carranza (2020)	Mexico	An MA course with the collaboration of two teacher educators and 16 Mexican ELT teachers to explore teachers' experiences with vulnerable learners and learners with special needs from a critical perspective.
56	Sharkey & Clavijo Olarte (2012)	U.S.- Colombia	CAR by two teacher educators in collaboration with more than 70 teachers to investigate the role of local/cultural knowledge for ELT teachers.
57	Sharma & Phyak (2017)	Nepal	A study that investigates 16 ELT teachers' conceptualization and implementation of CP in a PD course mandated by the Ministry of Education.
58	Shin (2008)	U.S.	A study that investigates the levels of cognitive, social and teaching presence of 61 ELT teachers from 29 Muslim-populated countries in an online community of inquiry, which is formed based on critical and inclusive pedagogy.
59	Sierra Piedrahita (2016)	Colombia	A study that investigates how a social justice-oriented PD program impacts nine ELT teachers' political perspectives toward collaborative work.
60	Sperrazza & Raddawi (2016)	U.A.E.	CAR to investigate how the collaborative design of an essay assignment with 49 tertiary-level English learners impacts their critical thoughts.
61	Sun (2021)	China	PAR to raise 16 pre-service ELT teachers' consciousness of human rights issues, power, privilege, and social justice through cosmopolitan literacies based on multimodal and multicultural literary texts.
62	Torres-Rocha (2023)	Colombia	CAR project conducted with five tertiary-level ELT teachers to examine how their professional identities evolved through reflective and collaborative practices on social/political realities.
63	Uştuk & Çomoğlu (2021)	Türkiye	Lesson study as a collaborative, teacher-led PD model to empower four tertiary-level ELT teachers so that they could claim voice over their practices.

64	Villacañas de Castro (2017)	Spain	PAR to empower 129 Spanish pre-service ELT teachers who were pedagogically oppressed.
65	Yeh (2003)	U.S.	An inquiry group of seven Asian graduate ELT teachers to explore their learning practices and how Western-oriented teaching practices and theories are transferred to the Asian context.
66	Yulianto (2015)	Indonesia	A study that examines how a collaborative and critical teaching reading course helps 59 pre-service ELT teachers to develop critical thinking skills.
67	Zhang (2009)	China	AR to investigate how 35 ELT teachers experience CP and how they reposition themselves after a critical collaborative PD program.

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